

# Lesson Plan

Teacher's Name ..... Date .....

Grade ..... Class(es) ..... Date(s)..... M Tu W Th F

## Unit 6

## Media Connection: Writing in the Real World SE/TWE pp. 218–221

### FOCUS

**Objectives:** To learn about the process of creating an effective persuasive script; to recognize the attributes of persuasive writing

**Skills:** analyzing persuasive techniques, tone, and structure; analyzing a writer's process

**Critical Thinking:** synthesizing; interpreting; evaluating

**Listening and Speaking:** discussing

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 218

\_\_\_ Motivating Activity, TWE p. 218

### TEACH

\_\_\_ Reading Media, TWE p. 219

\_\_\_ Discussion Prompts, TWE pp. 219, 220

\_\_\_ Cultural Connections, TWE p. 219

\_\_\_ Writing in the Real World, TWE p. 220

### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Writing Process Transparencies*, 20–22B

\_\_\_ *Cooperative Learning Activities*, pp. 31–36

\_\_\_ *Writing in the Real World*, pp. 21–24

\_\_\_ *Thinking and Study Skills*, pp. 3, 5, 22, 38

### ASSESS

\_\_\_ Analyzing the Media Connection, TWE p. 221

\_\_\_ Analyzing a Writer's Process, TWE p. 221

\_\_\_ Grammar Link, TWE p. 221

\_\_\_ *Writing Assessment and Evaluation Rubrics*

\_\_\_ Reteaching activity, TWE p. 221

\_\_\_ Enrichment activity, TWE p. 221

### CLOSE

\_\_\_ Close activity, TWE p. 221

### Homework Assignments

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### Assessment Options

- \_\_\_ *Tests with Answer Key & Rubrics*  
Unit 6 Choice A Test, p. 21  
Unit 6 Choice B Test, p. 22  
Unit 6 Composition Objective Test, pp. 23–24
- \_\_\_ *Testmaker*  
Unit 6 Choice A Test  
Unit 6 Choice B Test  
Unit 6 Composition Objective Test

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## Lesson 6.1 Taking a Stand *SE/TWE pp. 222–225*

### FOCUS

**Objectives:** To gain an understanding of position statements and supporting evidence; to write a position statement with two supporting statements

**Skills:** stating a goal; selecting supporting evidence; avoiding sentence fragments

**Critical Thinking:** analyzing; evaluating; comparing and contrasting

**Listening and Speaking:** discussing

- \_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 222
- \_\_\_ Motivating Activity, TWE p. 222

### TEACH

- \_\_\_ L2, Using the Model, TWE p. 223
- \_\_\_ L1, Identifying Persuasion, TWE p. 223
- \_\_\_ Two-Minute Skill Drill, TWE p. 223
- \_\_\_ Journal Writing Tip, TWE p. 223
- \_\_\_ L2, Comparing and Contrasting, TWE p. 224
- \_\_\_ L3, Changing the Audience, TWE p. 224
- \_\_\_ Viewing and Representing, TWE p. 224

### Additional Resources

- \_\_\_ *Bellringer Activities Transparencies*
- \_\_\_ *Daily Language Practice Transparencies*
- \_\_\_ *Fine Art Transparencies*, 26–30
- \_\_\_ *Two-Minute Skill Drill Transparencies*
- \_\_\_ *Writing Process Transparencies*, 20–22B
- \_\_\_ *Writing Across the Curriculum*
- \_\_\_ *Cooperative Learning Activities*, pp. 31–36
- \_\_\_ *Thinking and Study Skills*, pp. 5–7, 9, 20
- \_\_\_ *Composition Practice*, p. 45
- \_\_\_ *Listening and Speaking Activities*, pp. 22, 28

### Homework Assignments

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### ASSESS

- \_\_\_ Writing Activities Evaluation Rubrics, TWE p. 225
- \_\_\_ Cross-Curricular Activity: Art, TWE p. 225
- \_\_\_ Grammar Link, TWE p. 225
- \_\_\_ *Writing Assessment and Evaluation Rubrics*
- \_\_\_ *Composition Reteaching*, p. 45
- \_\_\_ *Composition Enrichment*, p. 45
- \_\_\_ *Fine Art Transparencies*, 26–30
- \_\_\_ Viewing the Art, TWE p. 225

### CLOSE

- \_\_\_ Close activity, TWE p. 225

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## Lesson 6.2 Stating a Position SE/TWE pp. 226–229

### FOCUS

**Objectives:** To understand the importance of adapting persuasive writing to a target audience; to present a position in an appealing way

**Skills:** writing a letter; using reference sources; capitalizing proper nouns and adjectives

**Critical Thinking:** evaluating; defining problems; identifying main ideas; using criteria

**Listening and Speaking:** discussing; speaking persuasively

- \_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 226
- \_\_\_ Motivating Activity, TWE p. 226

### TEACH

- \_\_\_ L2, Using the Model, TWE p. 227
- \_\_\_ L1, Using a Visual, TWE p. 227
- \_\_\_ Two-Minute Skill Drill, TWE p. 227
- \_\_\_ Journal Writing Tip, TWE p. 227
- \_\_\_ L2, Using a Thesaurus, TWE p. 228
- \_\_\_ L3, Choosing Words, TWE p. 228
- \_\_\_ Writing in the Real World, TWE p. 228

### Additional Resources

- \_\_\_ *Bellringer Activities Transparencies*
- \_\_\_ *Daily Language Practice Transparencies*
- \_\_\_ *Fine Art Transparencies*, 26–30
- \_\_\_ *Two-Minute Skill Drill Transparencies*
- \_\_\_ *Writing Process Transparencies*, 20–22B
- \_\_\_ *Writing Across the Curriculum*
- \_\_\_ *Cooperative Learning Activities*, pp. 31–36
- \_\_\_ *Thinking and Study Skills*, pp. 1–2, 4–5, 13, 20
- \_\_\_ *Listening and Speaking Activities*, p. 22
- \_\_\_ *Composition Practice*, p. 46

### Homework Assignments

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### ASSESS

- \_\_\_ Writing Activities Evaluation Rubrics, TWE p. 229
- \_\_\_ Viewing and Representing, TWE p. 229
- \_\_\_ Grammar Link, TWE p. 229
- \_\_\_ *Writing Assessment and Evaluation Rubrics*
- \_\_\_ *Composition Reteaching*, p. 46
- \_\_\_ *Composition Enrichment*, p. 46
- \_\_\_ *Fine Art Transparencies*, 26–30

### CLOSE

- \_\_\_ Close activity, TWE p. 229

# Lesson Plan

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## Lesson 6.3 Using Facts and Opinions SE/TWE pp. 230–233

### FOCUS

**Objectives:** To learn how to differentiate between facts and opinion as supporting evidence; to use facts and opinions to support a position

**Skills:** gathering evidence; organizing facts and opinions

**Critical Thinking:** classifying facts and opinions; ordering

**Listening and Speaking:** discussing

- \_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 230
- \_\_\_ Motivating Activity, TWE p. 230

### TEACH

- \_\_\_ L2, Using the Model, TWE p. 231
- \_\_\_ L2, Comparing Results, TWE p. 231
- \_\_\_ Two-Minute Skill Drill, TWE p. 231
- \_\_\_ Journal Writing Tip, TWE p. 231
- \_\_\_ Listening and Speaking, TWE p. 231
- \_\_\_ L1, Identifying Fact and Opinion, TWE p. 232
- \_\_\_ L3, Changing the Audience, TWE p. 232
- \_\_\_ Enrichment and Extension, TWE p. 232

### Additional Resources

- \_\_\_ *Bellringer Activities Transparencies*
- \_\_\_ *Daily Language Practice Transparencies*
- \_\_\_ *Fine Art Transparencies*, 26–30
- \_\_\_ *Two-Minute Skill Drill Transparencies*
- \_\_\_ *Writing Process Transparencies*, 20–22B
- \_\_\_ *Writing Across the Curriculum*
- \_\_\_ *Cooperative Learning Activities*, pp. 31–36
- \_\_\_ *Thinking and Study Skills*, pp. 3, 10, 13, 14, 17–19
- \_\_\_ *Listening and Speaking Activities*, pp. 22, 28
- \_\_\_ *Composition Practice*, p. 47

### Homework Assignments

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### ASSESS

- \_\_\_ Writing Activities Evaluation Rubrics, TWE p. 233
- \_\_\_ Cross-Curricular Activity, TWE p. 233
- \_\_\_ Grammar Link, TWE p. 233
- \_\_\_ *Writing Assessment and Evaluation Rubrics*
- \_\_\_ *Composition Reteaching*, p. 47
- \_\_\_ *Composition Enrichment*, p. 47

### CLOSE

- \_\_\_ Close activity, TWE p. 233

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## Lesson 6.4 Writing a TV Review *SE/TWE pp. 234–237*

### FOCUS

**Objectives:** To learn how to evaluate television programs; to write a review of a television program

**Skills:** note taking; writing to persuade

**Critical Thinking:** summarizing; evaluating; identifying main ideas

**Listening and Speaking:** discussing

- \_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 234
- \_\_\_ Motivating Activity, TWE p. 234

### TEACH

- \_\_\_ L1, Taking Notes, TWE p. 235
- \_\_\_ L3, Making Comparisons, TWE p. 235
- \_\_\_ Two-Minute Skill Drill, TWE p. 235
- \_\_\_ Journal Writing Tip, TWE p. 235
- \_\_\_ L2, Using the Model, TWE p. 236
- \_\_\_ L3, Designing a Promotional Piece, TWE p. 236
- \_\_\_ Cooperative Learning, TWE p. 236

### Additional Resources

- \_\_\_ *Bellringer Activities Transparencies*
- \_\_\_ *Daily Language Practice Transparencies*
- \_\_\_ *Fine Art Transparencies*, 26–30
- \_\_\_ *Two-Minute Skill Drill Transparencies*
- \_\_\_ *Writing Process Transparencies*, 20–22B
- \_\_\_ *Writing Across the Curriculum*
- \_\_\_ *Cooperative Learning Activities*, pp. 31–36
- \_\_\_ *Thinking and Study Skills*, pp. 17, 19
- \_\_\_ *Listening and Speaking Activities*, pp. 22, 28
- \_\_\_ *Composition Practice*, p. 48

### Homework Assignments

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### ASSESS

- \_\_\_ Writing Activities Evaluation Rubrics, TWE p. 237
- \_\_\_ Using Computers, TWE p. 237
- \_\_\_ Grammar Link, TWE p. 237
- \_\_\_ *Writing Assessment and Evaluation Rubrics*
- \_\_\_ *Composition Reteaching*, p. 48
- \_\_\_ *Composition Enrichment*, p. 48

### CLOSE

- \_\_\_ Close activity, TWE p. 237

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## Unit 6 Writing Process in Action SE/TWE pp. 238–241

### FOCUS

**Objective:** To demonstrate an understanding of the writing process by creating and presenting a short article

**Skills:** using the five stages of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing/presenting

**Critical Thinking:** recalling; synthesizing; structuring information

**Listening and Speaking:** discussing; listening to a persuasive article

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 238

\_\_\_ Motivating Activity, TWE p. 238

### TEACH

#### Prewriting

\_\_\_ L2, Developing Ideas for Persuasive Writing, TWE p. 239

\_\_\_ L1, Exploring Ideas with a Partner, TWE p. 239

#### Drafting

\_\_\_ L2, Defending Opinions, TWE p. 239

#### Revising

\_\_\_ L2, Peer Editing, TWE p. 240

#### Editing/Proofreading

\_\_\_ L2, Peer Editing, TWE p. 240

#### Publishing/Presenting

\_\_\_ Presenting activity, TWE p. 240

\_\_\_ Journal Writing Tip, TWE p. 240

\_\_\_ Enrichment and Extension, TWE p. 240

\_\_\_ English Language Learners, TWE p. 241

#### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Writing Process Transparencies, 20–22B*

\_\_\_ *Thinking and Study Skills*, pp. 4, 11

\_\_\_ *Composition Practice*, p. 51

\_\_\_ *Grammar Workbook*, Lesson 48

Homework Assignments

### ASSESS

\_\_\_ Evaluation Rubrics, TWE p. 241

\_\_\_ *Writing Assessment and Evaluation Rubrics*

\_\_\_ *Composition Reteaching*, p. 51

\_\_\_ *Composition Enrichment*, p. 51

### CLOSE

\_\_\_ Close activity, TWE p. 241

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## Unit 6

### Literature: from "Thanking the Birds," Joseph Bruchac

SE/TWE pp. 242–246

#### FOCUS

**Objectives:** : To explore a piece of persuasive writing; to use a published piece as a model for writing

**Skills:** reading comprehension

**Critical Thinking:** decision making

**Listening and Speaking:** discussing

\_\_\_ Bellringer and Motivating Activity, TWE p. 242

#### TEACH

\_\_\_ L2, Guided Reading, TWE pp. 243, 244, 245

\_\_\_ Viewing the Art, TWE p. 243

\_\_\_ Writing in the Real World, TWE p. 244

\_\_\_ Cultural Connections, TWE p. 246

#### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Fine Art Transparencies*, 26–30

\_\_\_ *Listening and Speaking Activities*, pp. 8, 24

\_\_\_ *Thinking and Study Skills*, pp. 13, 19

#### ASSESS

\_\_\_ Evaluation Rubrics, TWE p. 246

\_\_\_ *Writing Assessment and Evaluation Rubrics*

#### CLOSE

\_\_\_ Close activity, TWE p. 246

## Unit 6

### Review SE/TWE p. 247

\_\_\_ Reflecting on the Unit, TWE p. 247

\_\_\_ Writing Across the Curriculum, TWE p. 247

\_\_\_ Adding to Your Portfolio, TWE p. 247

\_\_\_ Portfolio Evaluation, TWE p. 247

#### Assessment Options

- \_\_\_ *Tests with Answer Key & Rubrics*
- Unit 6 Choice A Test, p. 21
- Unit 6 Choice B Test, p. 22
- Unit 6 Composition Objective Test, pp. 23–24
- \_\_\_ *Testmaker*
- Unit 6 Choice A Test
- Unit 6 Choice B Test
- Unit 6 Composition Objective Test
- \_\_\_ *MindJogger Videoquizzes*
- \_\_\_ *Interactive Tutor: Self-Assessment, Unit 6*